

# The **A**rea **B**ased **C**hildhood Programme 2013 -2017

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## Children's Learning and Development Outcomes Measurement Training

July 2019

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## Overview

## Purpose of Training Session

- Familiarise practitioners with outcome measures associated with the interventions they provide
- Provide an opportunity to practice using the measures

## To Note

The questionnaires featured in these slides were used during the national evaluation of the Area Based Childhood (ABC) Programme. These guidelines were developed by the Centre for Effective Services (CES), the programme evaluator. It is important to note that the Department of Children and Youth Affairs and CES do not endorse the outcomes measures featured in this training pack above any other measures.

## Child-Related Outcome Measures

- Santa Barbara School Readiness Scale (SBSRS)
- Home Learning Environment Measure (HLEM)
- Strengths and Difficulties Questionnaire (SDQ)

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## Santa Barbara School Readiness Scale (SBSRS)

## Santa Barbara School Readiness Scale (Pavelski Pyle, undated)

### ***What is it?***

- A questionnaire to be completed by early years practitioners used to assess school readiness for each of the children in their pre-school room

### ***What does it measure?***

- Children's social and emotional development
- Children's language development
- Children's approaches to learning

## Santa Barbara School Readiness Scale (2)

### *How many questions are there?*

- 15 statement questions, scored by the practitioner on a scale of 1-3 from 'Never' through to 'Often'

### *Why did we choose it?*

- Measures important aspects of school readiness; all the questions are positively framed
- Short
- Free
- Used in an Irish study of interventions for pre-school children



## Administering the SBSRS (1)

- Is completed by the early years practitioners for every child in their pre-school room
- It is the practitioner's assessment of where the child is 'at' –  
**THERE ARE NO RIGHT OR WRONG ANSWERS**
- Takes between 5 and 10 minutes to complete

# SBSRS: Calculating the Results (1)

## ***Social Emotional Development***

- Sum the scores from the six questions associated with social emotional development
- Scores for the sub-scale are between 6 and 18; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness
- A **HIGHER** score is desirable on the social emotional development sub-scale

## SBSRS: Calculating the Results (2)

### *Language Development*

- Sum the scores from the four questions associated with social emotional development
- Scores for the sub-scale are between 4 and 12; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness
- A **HIGHER** score is desirable on the language development sub-scale

## SBSRS: Calculating the Results (3)

### *Approaches Toward Learning*

- Sum the scores from the five questions associated with approaches towards learning sub-scale
- Scores for the sub-scale are between 5 and 15; a higher score means that the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness
- A **HIGHER** score is desirable on the approaches to learning sub-scale

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## Home Learning Environment Measure (HLEM)

## HLEM (Melhuish et al, 2001))

### ***What is it?***

- A questionnaire for parents which is used to assess what kinds of activities known to support and promote children's learning take place in the child's home environment

### ***What does it measure?***

If, and how often, different types of activities take place at home

### ***How many questions are there?***

- 16 questions: 8 are Yes/No questions and the other 8 are frequency scales ranging from 'Occasionally' to '7 times a week'

# Administering the HLEM (1)

- Can be used with Mum or Dad, but they should complete the questionnaire separately
- It is the parents' perception of how often these activities take place at home – **THERE ARE NO RIGHT OR WRONG ANSWERS**
- If the parent answers 'Yes' to the question "Does anyone at home.....?" you then ask the parent to indicate how frequently that activity takes place during a typical week
- If the parent answers 'No' to the question "Does anyone at home.....?", you simply circle zero and move to the next question beginning with "Does anyone at home....."

## Administering the HLEM (2)

- Takes about 10 minutes to complete
- Can be completed independently or the practitioner can read the questions out to the parent
- Important to ask the question as written in the questionnaire; you can replace the phrase 'index child' with the child's name
- It is important not to react to the responses provided by Mum or Dad, even if you believe that the parent is not responding honestly or accurately



## HLEM: Calculating the Results

- Sum the scores to all the questions; if the parent has answered 'No' to any of the questions this should be included in the total as 0
- Scores range between 0 and 56: a higher score means that the child is engaging more frequently in the different types of activities that support and promote their learning
- A **HIGHER** score is desirable.

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## The Strengths and Difficulties Questionnaire for Children Aged 2-4 Years (SDQ)

# SDQ (Goodman, 2005)

## ***What is it?***

- A widely-used questionnaire for children aged 2 to 17; includes self-report, parent-report and teacher-report versions

## ***What does it measure?***

- Children and young people's emotional health and behaviour problems across five sub-scales:
  - emotional symptoms
  - conduct problems
  - hyperactivity
  - peer relationship problems
  - pro-social behaviour

## SDQ (2)

### *How many questions are there?*

- 25 statement questions scored on a three-point scale from 'Not true' to 'Somewhat true' to 'Certainly true'

### *How is it structured?*

- Combines positive and negative statements about children's emotional health and behaviour

## Administering SDQ (1)

- Can be completed by either parent, but they should complete the questionnaire separately; and can be completed by the early years practitioners
- Respondents are asked to think about how things have been over the **last 6 months**
- It is about parent perceptions and/or the practitioner's perceptions of the child's attitudes and behaviours –  
**THERE ARE NO RIGHT OR WRONG ANSWERS**
- Takes about 15 minutes to complete

## Administering SDQ with Parents (2)

- Parent SDQ can be completed independently or the practitioner can read the questions out to the respondent
- Important to ask the question as written in the questionnaire
- Important to encourage respondents to answer as many questions as possible
- It is important not to react to the responses provided even if you believe that the person is not responding honestly or accurately

## Completing the SDQ as a Practitioner

- The child may be new to your classroom/room but try to answer the questions to the best of your ability
- Try to answer as many questions as possible
- It's okay if you see that there are differences between how you have the assessed and how their Mum or Dad has assessed them – that's not unusual and the way the SDQ is scored allows for that

## Calculating the SDQ Scores

- Each response is given a number between 0 and 2
- ‘Somewhat true’ is always scored as ‘1’, whether ‘Not true’ or ‘Certainly true’ is scored as 0 or 2 depends on whether the question is framed as a strength or a difficulty



## Calculating the SDQ Scores

- For questions framed as a strength 'Not true' is scored as 2 and 'Certainly true' scored as 0
- For questions framed as a difficulty 'Not true' is scored as 0 and 'Certainly true' is scored as 2

**EXCEPT** for the Pro-social scale where for all questions

- 'Certainly true' is scored 2 and 'Not true' is scored at 0

# Emotional Problems Scale

Emotional Problems Questions	Not true	Somewhat true	Certainly true
Often complains of headaches, stomach-aches or sickness	0	1	2
Many worries, often seems worried	0	1	2
Often unhappy, down-hearted or tearful	0	1	2
Nervous or clingy in new situations, easily loses confidence	0	1	2
Many fears, easily scared	0	1	2

## Conduct Problems Scale

Conduct Problems Questions	Not true	Somewhat true	Certainly true
Often has temper tantrums or hot tempers	0	1	2
Generally obedient, usually does what adults request	2	1	0
Often fights with other children or bullies them	0	1	2
Often argumentative with adults	0	1	2
Can be spiteful to others	0	1	2

# Hyperactivity Scale

Hyperactivity Questions	Not true	Somewhat true	Certainly true
Restless, overactive, cannot stay still for long	0	1	2
Constantly fidgeting or squirming	0	1	2
Easily distracted, concentration wanders	0	1	2
Can stop and think things out before acting	2	1	0
Sees tasks through to the end, good attention span	2	1	0

## Peer Problems Scale

Peer Problems Questions	Not true	Somewhat true	Certainly true
Rather solitary, tends to play alone	0	1	2
Has at least one good friend	2	1	0
Generally liked by other children	2	1	0
Picked on or bullied by other children	0	1	2
Gets on better with adults than with other children	0	1	2

## Pro-social Scale

Pro-social Questions	Not true	Somewhat true	Certainly true
Considerate of other people's feelings	0	1	2
Shares readily with other children (treats, toys, pencils etc.)	0	1	2
Helpful if someone is hurt, upset or feeling ill	0	1	2
Kind to younger children	0	1	2
Often volunteers to help others (parents, teachers, other children)	0	1	2

## Calculating the Total SDQ Scores

- In order to calculate the SDQ total score you add up the scores from the emotional problems, conduct problems, hyperactivity and peer problems scales.
- You do not include the score from the pro-social sub-scale in the total score

## What do the SDQ Scores Mean?

- Lower score is desirable for emotional problems, conduct problems, hyperactivity and peer problems scales
- Higher score is desirable for the pro-social scale
- Lower score is desirable for the total difficulties score
- Different categorisation depending on who completes the questionnaire



## Parent Completed SDQ, 2-4 Year Olds

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Total Difficulties Score	0-12	13-15	16-18	19-40
Emotional problems score	0-2	3	4	5-10
Conduct problems score	0-3	4	5	6-10
Hyperactivity score	0-5	6	7	8-10
Peer problems score	0-2	3	4	5-10
Pro-social score	7-10	6	5	0-4

## Early Years Practitioner Completed SDQ, 2-4 Year Olds

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Total Difficulties Score	0-10	11-14	15-17	18-40
Emotional problems score	0-2	3	4	5-10
Conduct problems score	0-2	3	4	5-10
Hyperactivity score	0-4	5-6	7	8-10
Peer problems score	0-2	3-4	5	6-10
Pro-social score	5-10	4	3	0-2

## Parent Completed SDQ, 4-17 Year Olds

Scores	Normal	Slightly Raised	Problematic
Total Difficulties Score	0-13	14-16	17-40
Emotional problems score	0-3	4	5-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-2	3	4-10
Pro-social score	6-10	5	0-4

## Teacher Completed SDQ, 4-17 Year Olds

Scores	Normal	Slightly Raised	Problematic
Total Difficulties Score	0-11	12-15	16-40
Emotional problems score	0-4	5	6-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-3	4	5-10
Pro-social score	6-10	5	0-4

## Self-Completed SDQ, 11 Years & Older

Scores	Normal	Slightly Raised	Problematic
Total Difficulties Score	0-15	16-19	20-40
Emotional problems score	0-5	6	7-10
Conduct problems score	0-3	4	5-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-3	4-5	6-10
Pro-social score	6-10	5	0-4